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ABSTRACT

This book explores various methods and techniques that can improve instruction and learning in the college classroom, based on the Activating Learning in the Classroom (ALC) faculty development program initiated at Middlesex Community College, Massachusetts, in 1989. Chapter 1 presents an overview of various teaching styles, discusses avenues that lead to teaching effectiveness, and describes the structure of a course guide. Chapter 2 describes the moment when the classroom community comes together and learning is cemented, focusing on six catalysts that can make this happen. Chapter 3 portrays student reactions to a simple syllabus on the opening day of class and methods for developing an enriched syllabus. Chapter 4 examines the opening weeks of the semester, exploring five factors at work in the opening weeks and suggesting ways to juggle these factors in order to create an effective classroom community. Chapter 5 explores the doldrums that can occur in any course and suggestions for teaching approaches that can recharge both students and professors. Chapter 6 describes the closing weeks of the semester, focusing on end-of-semester stress, test construction, final exams, and course closure. (Contains approximately 200 references.) (MDM)

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